Niveau(x) d'enseignement: 4 Numéro EDUQ : 9770865
Centre d'intérêt: 550

Québec (Province) Ministère de l'éducation. Direction de l'adaptation scolaire et des services complémentaires.

Individualized paths for learning / Direction générale des programmes, Direction de l'adaptation scolaire et des services complémentaires. -- [Québec] : Ministère de l'éducation, 1986.
iii, 57 p. ; 28 cm. -- (Policy statement)

Code: 16-0000-14A ; 8687-335. Notes bibliogr. au bas des p.

ISBN 2-550-13346-3

Descripteur(s): Cheminement scolaire * Politique gouvernementale * Education spéciale * Guide * Secondaire (Ordre d'enseignement)

Identificateur(s) de sujet: Cheminement particulier de formation

Le document est destiné, dans les commissions scolaires et les écoles, aux responsables de l'introduction des cheminements particuliers de formation. Le cheminement particulier de formation, rendu possible par une adaptation de l'organisation et de la pratique pédagogiques, est une réponse aux besoins des élèves qui, pour diverses raisons, sont incapables de développer pleinement leur potentiel dans un cheminement régulier qui conduit au DES ou au DEP. Les élèves adoptent ces cheminements particuliers selon leurs besoins ou les circonstances. Le document donne quelques principes qui permettent d'identifier les élèves qui emprunteront ces cheminements particuliers. Il indique les principes à suivre pour introduire ces cheminements particuliers à l'école secondaire. Il indique enfin comment adapter l'organisatin pédagogique à ces élèves et comment organiser pour eux des services éducatifs adaptés.

Type de document: e

EDUQ 8770865

POLICY STATEMENT

INDIVIDUALIZED PATHS
FOR LEARNING

April 1986

Québec

EDUQ 8770865

INDIVIDUALIZED PATHS FOR LEARNING

Direction générale des programmes
Direction de l'adaptation scolaire et des services complémentaires

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Ministère de l'Éducation, 1986

ISBN 2-550-13346-3

Dépôt légal - troisième trimestre 1986

TABLE OF CONTENTS

ACKNOWLEDGEMENTS i

FOREWORD iii

INTRODUCTION 1

1. DEFINITION OF INDIVIDUALIZED PATHS FOR LEARNING 3

2. PUPILS WHO WILL FOLLOW INDIVIDUALIZED PATHS FOR LEARNING 5

3. GUIDING PRINCIPLES FOR SETTING UP INDIVIDUALIZED PATHS FOR LEARNING 11

4. EXPLANATORY NOTES ON SETTING UP INDIVIDUALIZED PATHS FOR LEARNING . 17

4.1 Teaching Practices 18

I Adapting Teaching to young People's Needs and Characteristics 19

II The Instructional Approach Advocated in the Programs and Courses 21

4.2 Organization of Educational Services 23

I In the First Cycle of Secondary School 23

II In the Second Cycle of Secondary School 30

III Recognition of Educational Achievement 37

IV The Organization of Resources 40

CONCLUSION 47

APPENDIX 51

ACKNOWLEDGEMENTS

We would like to thank all the persons who cooperated with the ministère de l'Éducation in preparing this policy statement and, in particular, those who participated in the different meetings held to discuss the subject. Special mention should be made of the work done by the members of the "Comité des cheminements particuliers de formation". It is largely their valuable input that has inspired the writing of this text.

FOREWORD

The process envisaged by the ministère de l'Éducation for setting up individualized paths for learning will require a cooperative effort on the part of the different partners in the educational system. Their task will be to specify, test, and disseminate information on a variety of measures for implementing the proposals outlined in this paper. This process will be a gradual one designed to ensure a smooth transition period from now until the compulsory implementation of individualized paths for learning planned for 1986-1987.

INTRODUCTION

This policy statement is a follow-up to the work of the committee that was established by the ministère de l'Éducation to study different factors involved in setting up individualized paths for learning in secondary schools.

It presents guidelines for administering and organizing individualized paths in the school system in keeping with the Proposals for Revival and Renewal in Technical and Vocational Education for Young People and, in a broader sense, The Schools of Québec.

The paper begins with a definition of individualized paths and goes on to identify the pupils for whom these paths are intended. Section 3 outlines a number of guiding principles designed to give direction to educators responsible for introducing individualized paths in secondary schools. Explanatory notes on teaching practices and the organization of these paths complete the first part of the paper.

This policy statement is primarily addressed to the persons in school boards and schools who are responsible for introducing particular paths for basic education. It is hoped that they will find in it everything they need to spur them to think about and work towards the goal of helping pupils achieve the objectives of the basic education required to function in society as an independent person [1].

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1. Ministère de l'Éducation, Technical and Vocational Education for Young People-Proposals for Revival and Renewal, Québec, 1982, p. 57 (Code 58-1003).

1. DEFINITION OF INDIVIDUALIZED PATHS FOR LEARNING

The expression **individualized paths for learning** was first introduced in the Proposals for Revival and Renewal in Technical and Vocational Education for Young People [1] in the context of a proposed reorganization of the "short vocational" program. As will be seen further on, these proposals concern a broader range of pupils than those currently enrolled in this program.

Two important ideas are embodied in the expression - individualized paths for learning - used to designate the proposed reorganization:

- The first idea, denoted by the word **individualized**, implies the need to provide increasingly personalized educational services that cater to individual differences.

- The second idea which is integral to the proposals for revival and renewal and to this policy statement is **basic learning** - learning which equips pupils with the fundamental tools needed to fulfill the different social roles of a citizen and to pursue further studies [2].

In addition to taking these two ideas into account, the proposed definition must be consonant with the orientations of the Schools of Québec and with advances made in the past few years, particularly in the area of special education. The definition should reflect the trend supported by educators today, which is to provide quality educational services for pupils with learning difficulties in a context that is as "normal" as possible.

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1. Ibid, p. 56.
2. Ibid, p. 31.

The proposed definition is:

Individualized paths for learning, made possible by adapting educational organization and teaching practices, constitute a specific response to the needs of pupils, who, for various reasons, are unable to develop their potential fully in the regular paths leading to a Secondary Studies Diploma (DES) or a Vocational Studies Diploma (DEP). Pupils will embark on these paths at different times, and for different lengths of time, depending upon their individual needs and circumstances.

2. PUPILS WHO WILL FOLLOW INDIVIDUALIZED PATHS FOR LEARNING

It would be ideal if schools could offer all pupils personalized paths designed to enable them to acquire a sound basic education at their own rate. Obvious organizational limitations make this an impossible dream. A number of guidelines have been established for purposes of clearly identifying pupils for whom it is essential to organize individualized paths.

Pupils who follow individualized paths are capable of achieving some or all of the secondary school objectives.

The proposed definition draws attention to the specific needs of pupils who are unable to develop their potential fully in the regular paths leading to a DES or DEP. It should not be assumed from this that pupils following individualized paths are automatically excluded from regular paths. Such an assumption would make it more difficult for these pupils to switch over at some time during their schooling to the regular paths.

Since, on the contrary, the goal is to make it easier for pupils to switch over to regular paths, it is very important that the pupils selected be capable of achieving some or most of the secondary school objectives. For this reason, moderately and severely handicapped pupils will not be considered for the individualized paths discussed in this paper. They have their own educational programs which comprise another form of individualized path.

Pupils who, for different reasons, are unable to develop their potential fully in the regular paths leading to a DES or DEP.

These "different reasons" refer mainly to pupils' previous educational and personal background, learning rates, motivation, behaviour, talents, and physical condition.

Individualized paths are, then, intended for pupils who fall into one or more of the categories given below:

- Pupils who have fallen behind in English, French, and mathematics to such an extent that they are unable to follow the regular programs in these subjects when they enter secondary school.

- Pupils in the regular path leading to a DES or DEP who, along the way, develop learning difficulties in one or more subjects. In spite of support measures provided for them, these pupils' failures prevent them from progressing at a reasonable rate from one level to another.

- Pupils with personal, family or social problems which seriously affect their attendance at school, making it impossible for them to keep up the pace of learning required in the regular path.

. Pupils who decide to return to school after having been out of the system for some time.

. Gifted and talented pupils who need enrichment to supplement their basic education [1].

. Pupils with a specific physical condition or handicap who require flexible instructional organization that will enable them to benefit from special services and rehabilitation measures [2].

It can be seen that some of these characteristics are similar to those of pupils presently enrolled in "short vocational" programs or in the "practical stream," a term used to designate the education currently provided for pupils with learning difficulties in secondary schools. It was, in fact, the plight of these pupils wich originally led the ministère de l'Éducation to propose the setting up of individualized paths for learning.

It is perhaps unwise to draw too close a parallel between the pupils presently enrolled in short vocational programs or in practical streams, and those pupils who will follow individualized paths. On the one hand, current practices with regard to the organization of short professional programs and practical streams vary considerably from one school board to another and consequently the pupils involved in them do not all have the same characteristics. On the orther hand, it is estimated that a certain number of pupils in these programs should be moving into the regular paths leading to a DES or DEP.

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1. Ministère de l'Education, Gifted and Talented Students at School, Direction générale du développement, Service de l'adaptation scolaire, Québec, 1985 (Code 28-1741A).

2. See Section 13 and 17 of the Regulation Respecting the Basis of Secondary School Organization.

Pupils will embark on these paths at different times and for different lengths of time depending upon their individual needs and circumstances.

This part of the definition is related to the capacity of these pupils to achieve some or most of the secondary school objectives.

The expression "at different times" implies that the process of identifying pupils who should follow individualized paths can take place at the beginning of, or at any time during, secondary school.

It should be emphasized that not all support [1], remedial or enrichment measures, necessarily constitute individualized paths. The latter should only be set up for pupils for whom they are considered esssential. Every other measure aimed at keeping young people in a regular path leading to a DES or DEP should be tried before pupils are placed in individualized paths.

The "different lengths of time depending upon individual needs and circumstances" implies the possibility of entering or returning to the regular path leading to a DES or DEP. **Insofar as possible,** individualized paths should be considered a **temporary response** designed to meet pupils' needs and to facilitate integration of these pupils sooner or later into

1. See Section 18 of the Regulation Respecting the Basis of Secondary School Organization.

other paths according to individual circumstances. It goes without saying that the specific needs of pupils should dictate the way in which they are integrated into regular paths.

3. GUIDING PRINCIPLES FOR SETTING UP INDIVIDUALIZED PATHS FOR LEARNING

As stated earlier, the setting up of individualized paths for learning is based on the assertion - or rather the reassertion - that:

> "The primary task of the secondary school is to provide all pupils with the most comprehensive and sound basic education possible.[1]"

In this context, there can be no question of offering pupils in individualized paths short vocational specializations or substitutes for the learning objectives defined in the official programs and courses. Educators should concentrate on revising instructional practices with a view to increasing the success and retention rate. Recent data shows that over 30% of all secondary school pupils leave school without having obtained a diploma [2]. Most of the pupils presently enrolled in short vocational programs or in practical streams have been experiencing learning problems since the early years of elementary school. [3] Furthermore, a number of gifted and talented pupils are involved daily in activities which often lack the stimulus that would enable them to develop their full potential.

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1. Technical and Vocational Education for Young People - Proposals for Revival and Renewal, op. cit., p. 46.

2. Ibid, page .

3. For information on this subject, refer to the following document: Ministère de l'Éducation, Direction de la recherche, HARDY-ROCH, Marcelle, Denis RHÉAUME, Marlen CARTER-GAGNÉ, Caractéristiques des étudiants du professionnel court à partir de l'analyse de leur cheminement scolaire, Québec, 1981 (Code 28-1515).

It is clear that the elementary and secondary schools have a fundamental responsibility with regard to the success, retention, and development of these young people. The guiding principles described here reflect this belief.

Individualized paths must make possible, and actively promote, integration into other paths.

Some concern has been expressed that the setting up of individualized paths might recreate, under a new name, the ghetto which the reorganization of the short vocational program was designed to eliminate. It is also feared that the new paths will tend to isolate gifted and talented pupils or to place them into an elitist position.

It should be emphasized that this policy, like all the policies put forward by the Ministère, does not advocate any changes in organization that would lead to the creation of parallel structures in secondary schools.

As stated earlier, individualized paths should be regarded as a **temporary response whenever possible.** It is, however, inevitable that some pupils will remain in individualized paths throughout secondary school. It is important, nevertheless, to help them in every possible way to switch over to one of the paths leading to a DES or DEP. It is also important to make sure that gifted and talented pupils who require enrichment activities to supplement their education

are not consistently excluded from activities offered in the regular paths.

The concern for integration is reflected in the fact that there in one set of official programs and courses for all pupils and that the subjects prescribed in the Regulation Respecting the Basis of Secondary School Organization are offered to all young people. This concern should also be reflected in the organization of activities so that pupils following individualized paths take part in activities with pupils in the regular paths leading to a DES or DEP, and in the recognition of previous educational achievements. The next section offers guidelines in this respect.

The compulsory objectives of the programs and courses are the same for all pupils.

It should be borne in mind that the subject under discussion here is basic education and not vocational education. The goal is to ensure that the objectives of the general education programs and courses are achieved through appropriate organizational and instructional means.

It is important that pupils following individualized paths be offered the subjects prescribed in the Regulation Respecting the Basis of Secondary School organization because these subjects are considered essential to a sound basic education.

This is in sharp contrast to some current situations in which the objectives of the short vocational programs and the practical streams are markedly different from those of the general education programs and courses.

It is recognized that even if educators in the school boards and schools make every effort to improve the situation, there will still be some pupils who are unable to achieve all of the secondary school program and course objectives, just as there will be some who are capable of surpassing these objectives.

Recognition of pupil's previous achievements: a simple question of fairness

"In the educational environment, recognition of educational achievement is reflected in a diploma, certificate, attestation, unit, or credit, no matter what the modes and methods of learning have been." [1]

The urgent need for an effective system of recognizing previous achievement is expressed in the Technical and Vocational Education for Young People - Proposals for Revival and Renewal. [2] For pupils following individualized paths, this question is extremely important because of the

1. Gouvernement du Québec, Continuing Education Program: Policy Statement and Plan of Action, Québec, 1984, p. 38 (Code 55-1317A).

2. Technical and Vocational Education for Young People - Proposals for Revival and Renewal, op. cit., p. 77.

opportunities such a system would create for integration into other paths and because some of these pupils will not obtain sufficient credits in secondary school to receive a DES or DEP. It is essential for the latter to be able to continue their education, if they wish to do so, in the adult education sector.

School boards and schools must develop measures for evaluating the previous achievements of pupils following individualized paths to ensure that they receive recognition for credits obtained towards a DES or DEP.

The way in which educational services are organized and instructional practices adapted must take into account young people's needs and characteristics.

Secondary schools will have to be extremely flexible in setting up the necessary conditions for pupils in individualized paths to acquire a sound basic education. It is not unusual to find pupils whose backwardness in school can be attributed to the rigidity of the learning framework, rather than to their inability to learn. Rigid structures can also turn gifted and talented young people into "average" pupils.

These are some of the concerns that have prompted us to press for organization and instructional practices that will provide more personalized instruction. What is advocated here is not the traditional type of inoividualized or programmed

instruction, in which pupils are given a sequence of individual tasks of increasing complexity, but rather, an approach that focuses on each pupil, is centered on his or her experiences and environment, and that encourages each pupil to develop his or her own potential.

4. EXPLANATORY NOTES ON SETTING UP INDIVIDUALIZED PATHS FOR LEARNING

The definition of individualized paths for learning given earlier in this policy statement is predicated on the capacity of schools and school boards to adapt their organization and teaching practices. The explanatory notes are designed to facilitate this process. It would not be possible in this paper to provide answers to every question that might arise in connection with the establishment of individualized paths. Nor would it be in keeping with the recognition of the autonomy of school boards and schools, which also underlies the provisions of the Regulation Respecting the Basis of Secondary School Organization.

Needs and practices vary considerably from one school board to another. Individualized paths for learning will consequently be set up to respond to different needs, depending upon such factors as the diversity of pupils' needs and characteristics, the geographic location and size of schools, available facilities and equipment, and to some extent, integration measures that are already in effect.

It is in this context that the following remarks are presented. Instructional practices are covered first, followed by the organization of educational services.

4.1 Teaching practices

Looking at teaching practices in the context of setting up individualized paths for learning, it is clear that there is a need to adapt teaching to the needs and characteristics of the pupils in question.

This adaptation entails a number of different requirements. The task in some schools will be to foster excellence, while other schools will concentrate on improving retention and success rates. Elsewhere, despite the improvements expected following the implementation of the new programs and courses, there will undoubtedly still be a number of young people who will not receive in elementary school the support measures they require. When these pupils, with records that reveal a history of failure, enter secondary school, it will be crucial for them to discover that they can succeed.

For their part, teachers are going through a transitional period occasioned by the introduction of the new programs and courses. They are being called upon to master new content and to learn to use a range of new and specific tools that are unfamiliar to many of them. The situation has made the need for support measures for teachers more urgent than ever.

In light of some of the concerns already mentioned, the following sections offer comments on the orientations of the Ministère regarding the adaptation of teaching practices and the teaching/learning process adopted in the programs and courses. Two information documents[1]

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1. Ministère de l'Éducation, L'adaptation de l'enseignement, Direction générale du développement pédagogique, Direction de la formation générale, Service de l'adaptation scolaire, Québec, 1984 (Code 16-0000-06).
Ministère de l'Éducation, Learning... Teaching... and the New Programs, Direction générale du développement pédagogique, Direction de la formation générale, Québec, 1984 (Code 16-0000-08A).

on the subject are available. It was, in part, the concerns touched on in the preceding paragraph that led to the preparation of these documents as resources for school and school board personnel responsible for teacher in-service training.

1 Adapting Teaching to young People's Needs and Characteristics

The orientations put forward by the Ministère support the use of appropriate means to enable pupils with specific needs to achieve the objectives of the official programs and courses.

The process of adapting teaching practices presupposes three conditions: knowing the pupils, knowing their environment, and knowing the program or course to be taught to them. These conditions should be taken into account in each of the phases of instructional planning:

- in distributing the content and learning objectives;
- in planning and organizing the different elements that make up the learning situation;
- in carrying out evaluation during learning, at the end of a learning sequence, or at the end of a course or program.

A number of possible actions to take are suggested for each planning phase. The following summary chart lists the avenues which teachers may wish to explore in each phase.

PLANNING STEPS	ACTIONS TO TAKE IN ADAPTING TEACHING PRACTICES	REFERENCE MATERIALS
I Distributing the content and learning objectives	. Analyzing a program or course with a view to finding ways to cover the optional objectives . Adapting the suggested distribution of content and objectives (e.g. their order)	. Programs, courses, and curriculum guides . Support material for introducing the programs and courses . Learning... Teaching... and the New Programs . The Basis of School Organization
II Planning and organizing the different elements	A. Planning Learning Situations . Adapting the learning situations suggested by the MEQ . Developing new learning situations . Using learning situations that have already been tested . Creating or putting together instructional materials	. Curriculum guides . that accompany the program or course . concerning pupils with learning disabilities . Learning... Teaching... and the New Programs . Approved textbooks and instructional materials . Support material for introducing the programs and courses
	B. Instructional Organization . Organizing strategies to facilitate pupils' development and to enhance the teaching/learning process . In class: giving pupils an opportunity to select and to carry out projects . Inside and outside the school: - encouraging educators to get together to share ideas - using all the resources in the school - using community resources	. Learning... Teaching... and the New Programs . Document d'information sur les mesures d'appui pédagogique . Propositions de développement pédagogique face aux problèmes de l'adaptation scolaire . Guide pour une organisation coopérative de la classe-atelier . Articles pour Vie pédagogique
III Selecting procedures to evaluate pupils during a learning unit, at the end of a unit, or the end of a program or course	. Using formative evaluation instruments . Organizing special evaluation procedures if required . Setting up a system for recognizing previous achievement	. Guide to Evaluation in the Classroom - Elementary School (Code 16-7220A) - Secondary School (Code 16-7221A) . Formula for Aiding Pupils with Difficulties, Balanced Assessment Profile and Plans of Action. (Code 16-7516A-01) . Bank of measurement instruments

This table is taken from the document entitled L'adaptation de l'enseignement.

The responsibility for adapting teaching practices does not rest solely with teachers. It requies the cooperation and active support of all the persons in school boards and schools who share the responsibility for introducing and implementing the new programs and courses.

It should be emphasized that adaptation of teaching practices should be consonant not only with the compulsory objectives, but also with the instructional approach advocated in the programs and courses.

II The Instructional Approach Advocated in the Programs and Courses

The instructional approach recommended by the Ministère focuses on the development of the pupil's potential - "on his capacity to develop in his own way." [1] It is defined as "... the means by which the teacher, in developing the many and varied learning strategies, guides the pupil in the learning process." [2]

It is important to remember that the programs and courses stress the need for active participation on the part of the pupil. The teacher's approach must, therefore, encourage the pupil to play an active role in his or her own learning. Putting this approach into practice involves setting up learning situations which are meaningful to pupils and which draw upon their personal experiences and their environment.

In the context of adapting teaching for pupils following individualized paths, these concerns are of paramount importance. It is our

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1. Ministère de l'Éducation, The Schools of Québec: Policy Statement and Plan of Action, Québec, 1979, p. 84 (Code 49-1070A).

2. Learning... Teaching... and the New Programs, op. cit., p. 5.

opinion that these young people would gain a great deal more from their time in school if the teaching offered to them was closely linked to their experience, if it made use of the resources of their community, and if it involved situations that were really significant to them. Their motivation would be enhanced if, in addition, they were encouraged to take more responsibility for their own learning. With this type of teaching, the skills, attitudes, and knowledge incorporated in the objectives of the programs and courses would undoubtedly be more meaningful and less "academic" to pupils.

* * * * *

Further information on the points covered in this section will be found in the documents referred to throughout this paper.

In terms of individualized paths for learning, the adaptation of teaching practices will be a continuing process of responding to the specific needs of the pupils concerned. The Ministère wishes to play a role in the development of individualized paths by working with schools and school boards to find more appropriate ways to enhance the learning progress of these pupils. The Ministère plans to promote discussion among the different groups involved so as to ensure more effective sharing of the experience and knowledge gained in teaching the programs and courses to pupils in individualized paths.

4.2 Organization of educational services

I In the First Cycle of Secondary School

Should pupils in individualized paths be grouped together or not?

This question has come up frequently since the Technical and Vocational Education for Young People: Proposals for Revival and Renewal came out. Other questions are also being asked. When are they going to be introduced? Is it possible, or desirable, to organize individualized paths on an exclusively individual basis?

To review:

- The issue in question is individualized paths, which will lead to the organization of increasingly personalized services.

- Pupils following individualized paths are not automatically excluded from other paths. Every possible means of integrating them into regular paths leading to a DES or DEP should be considered.

- Not all support, remedial, or enrichment measures constitute individualized paths per se. All other measures designed to keep pupils in the regular path should be tried before planning to place these pupils in individualized paths.

- Insofar as possible, individualized paths should be looked upon as a temporary measure.

Practical considerations have led to a choice of model for grouping pupils that takes into account the points that have just been reviewed and the individual nature of "individualized paths".

In our opinion the regular classroom/resource room model [1] could be used effectively for pupils in individualized paths.

Regular Classroom/ Resource Room Model

Originally designed for pupils with learning difficulties, this model would be appropriate for pupils with the characteristics outlined in Section 2.

The regular classroom/resource room corresponds to "Level 4" in the so-called cascade model: it constitutes "regular class placement plus assistance in the resource room". [2]

In the context of individualized paths, the regular classroom/resource room would be considered for pupils who require consistent support of a cognitive and affective nature, or intensive enrichment activities to supplement their basic education.

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1. Further information on this subject may be found in Ministère de l'Éducation, Guide général pour l'organisation d'un modèle des services aux élèves en difficulté d'adaptation et d'apprentissage, Direction des programmes, Service de l'adaptation scolaire, Québec, 1981 (Code 16-1520).

2. Ibid p. 41.

> The main advantage of this model is that it enables pupils in these classes to follow, in a more or less intensive way, a regular path leading to a DES or DEP. Given the present conditions in secondary schools, its feasibility is an important factor to take into account." [1]

While the regular classroom/resource room model is an important option, it cannot meet the needs of all the pupils who will follow individualized paths. There will be young people who cannot achieve all the secondary school objectives required for a DES or DEP. Among these, a proportion will have special problems which cannot be solved with the regular classroom/resource room model. These pupils will need, in addition to sustained instructional support, other types of educational services.

If the use of support measures and the regular classroom/-resource room are found to be inadequate to meet a pupil's needs, special classes should be considered. Special classes, "Level 5" in the cascade model, are the solution when the difficulties experienced by the pupil "prevent him or her from pursuing activities in regular or ordinary classes and when the measures offered in the preceding levels do not answer his or her needs." [2] It goes without saying that the guiding principles outlined in the last section apply here too. There is no reason why pupils in special classes should not participate in different activities with pupils in ordinary classes.

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1. Further information on this subject may be found in Ministère de l'Éducation, Guide d'aménagement de la classe-ressource, Direction des ressources matérielles, Québec, 1982 (Code 27-1718).

2. Guide général pour l'organisation d'un modèle des services aux élèves en difficulté d'adaptation et d'apprentissage, p. 47. (Note: The "preceding levels" refers to regular classroom and resource room, and services offered to the teacher and pupils in a regular class.) This citation is a free translation.

Finally, other pupils in individualized paths will need special measures that the average secondary school will be unable to provide. To meet their needs, educational services may have to be organized and offered in places other than regular schools for varying lengths of time. Pupils in this category include those with physical or sensory handicaps attending special schools or reception centres, those who are hospitalized or house-bound, and those in reception centres for young people with social or emotional problems. The principles underlying the concept of individualized paths are equally valid for these pupils.

Application of the Regulation Respecting the Basis of Secondary School Organization.

The provisions of the Regulation Respecting the Basis of Secondary School Organization apply to pupils in individualized paths as well as to pupils in regular paths.

Some individuals feel that this aspect of the Régime pédagogique is limiting while others feel that it offers the leeway required to establish educational services which will meet the needs of young people in individualized paths. The following interpretation of some of the sections in the Regulation clarifies what is involved:

The Breakdown of Compulsory Courses (Sections 27 and 29)	The course breakdown for all pupils in individualized paths, as well as for all other pupils, is to be worked out on the basis of the compulsory course list. However, some young people who are significantly behind on entering secondary school may need to complete elementary school English, French, and mathematics Courses. [1] No credits are granted for

1. Refer to Section 20 of the Regulation Respecting the Basis of Secondary School Organization.

these courses since they are not part of the secondary school curriculum. These pupils should nevertheless have access to other secondary school courses and programs, regardless of their participation in, for example, special classes or regular classroom/resource rooms. When they have attained the objectives of the secondary school programs, they will be granted credits toward the diploma in secondary studies (DES).

Allocation of Time (Section 26)

Time distribution patterns may vary for each credit (normally 25 hours of activities), depending on local priorities or pupils' needs. [1]

In the case of young people in individualized paths, this provision is significant in more than one way. For example:

. It makes it possible to extend a course or program over a longer period of time than normally allowed, thereby helping pupils with difficulties to make learning progress and to integrate into regular paths.

. It makes it feasible to condense the timetable of gifted and talented pupils so that they can participate in enrichment activities offered in classroom/resource rooms, among other things.

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1. Included in the Appendix are three sample course breakdowns that have been prepared by different school boards.

. It makes it possible to rearrange time-tables in different ways through decompartmentalization of subjects or thematic approaches designed to permit pupils to attain the objectives of several courses or programs simultaneously.

Optional Courses
(Sections 28 and 30)

Pupils in individualized paths stand to benefit considerably from the leeway built into the Regulation with regard to optional courses.

School boards may find different ways to apply the provisions regarding optional courses and the provisions in Section 3 in order to develop a local program designed for their entire school population, but which would also meet the specific needs of young people in individualized paths. The corresponding credits would be recognized toward a DES. For example, they could give gifted and talented pupils the opportunity to explore a given field of activity in depth. They could also give pupils with mainly practical interests access to technical or manual activities course or program.

The latter point touches on a problem that was raised by a number of persons during consultations with the Ministère. They contended that the withdrawal of all

the manual-activity courses presently offered to some of the young people in the "short vocational" program and in practical streams would seriously decrease their motivation when they are already hampered by a feeling of continual failure. These pupils, whom some would like to see channelled into individualized paths, will continue to need manual activities in addition to herculean efforts to make learning in the "traditional" disciplines in the general education sector more relevant.

In this regard, the Ministère has already committed itself to collaborate with a number of school boards to study and come up with proposals for a set of objectives aimed at helping pupils develop manual and technical skills in the first cycle of secondary school. Needless to say, these objectives will fit into the context of basic education and not of vocational education

The very general picture that has been painted above obviously needs to be worked out in detail, and this will only be possible through actual experimentation in the schools. Moreover, only some of the possible applications of the Regulation have been dealt with here. The Ministère is therefore prepared to work with school boards in an effort to explore, test, and disseminate information on different ways of applying the Regulation in the case of young people in individualized paths.

II In the Second Cycle of Secondary School

Pupils in Individualized Paths

It must first be pointed out that a number of pupils who follow individualized paths in the first cycle of secondary school will at some point integrate into the regular paths leading to a DES. There remain, however, several types of pupils who may still need individualized paths in the second cycle:

1. Pupils in regular paths leading to the DES, who at some point during the second cycle may have specific needs.	These may include gifted or talented pupils or young people with difficulties. The explanatory notes made in reference to the first cycle also apply here.
2. Pupils who were in individualized paths in the first cycle and who will continue to be in them in the second cycle.	Some of these pupils may be able to integrate, each in their own way, into regular paths leading to a DES or DEP. The remarks made in reference to the first cycle also apply here.
3. Pupils who decide to return to school after being out of the system for some time.	These young people may wish to finish their secondary school studies. Again, the remarks made in reference to the first cycle apply here.

The individualized paths proposed for these pupils would obviously vary in nature. Provision may be made for many of them by means of the arrangements discussed in the preceding section, namely different groupings of pupils and the application of some of the provisions in the Regulation. It is also important to recognize that some of the young people in these three groups would be more likely to fulfill their potential in a manner better suited to their needs by following individualized paths which are aimed at their social and vocational integration. A number of points should be made in this regard.

Young People Aged 16 to 18 in Individualized Paths Aimed at Their Social and Vocational Integration

This kind of path is intended for young people who are beyond the age of compulsory school attendance. They generally fall into one of the following categories:

- Those who are unable, in secondary school, to integrate into the regular paths leading to a DES or DEP. Despite efforts made by educators, a considerable gap continues to separate these pupils from those in regular paths. At the age of 16 they will suddenly be faced with the need to ready themselves for social and vocational integration within a relatively short period of time.

- Young people who show little interest in pursuing studies through a regular path leading to a DES or DEP. Pupils in this group are likely to be anxious and motivated to enter the work force as quickly as possible.

The Objectives of This Individualized Path

It is not a question here of creating a new ghetto and of confining these young people to the role of labourer or unskilled worker. It is rather a question of enabling them to go as far as possible in achieving the goals of a good basic education and to start the process of genuine vocational and social integration. [1]

This passage sums up the goals defined by the Ministère in the proposal on individualized paths.

. "To Go As Far As Possible in Achieving the Goals of a Good Basic Education"

This phrase means enabling pupils to attain as many credits as possible toward a DES. For some young people this may mean consolidating or continuing to acquire, if needed, the minimal skills and knowledge required for them to live as independent members of society and to function in the working world.

These minimal skills and knowledge [2] consist mainly of reasoning, problem-solving and communication skills, of the different kinds of knowledge needed in the consumer and working world, of the ability to interrelate socially, and so on.

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1. Technical and Vocational Education for Young People-Proposals for Revival and Renewal, op. cit., p. 58.

2. Refer to the document entitled Les compétences requises dans la vie active, put out by the OECD (Organization for Economic Cooperation and Development) Direction des Affaires sociales, de la Main-d'oeuvre et de l'Education, 1980.

Some people will argue that everyone needs to acquire these skills and knowledge and that they are covered to a large extent in the general education courses and programs. However, some pupils will need to acquire them on a more intensive basis. In this respect, it is all the more imperative that teaching be even more closely linked to the working world and the society which already plays a significant part in these young people's lives.

. "To Start the Process of Vocational and Social Integration".

Above all else, this process involves job preparation.

For many young people, the purpose of such preparation is to acquire certain manual and technical skills [1] which would enable them, for example, to carry out simple work functions as opposed to more complex tasks usually carried out by skilled workers.

Pupils who have the desire and ability to acquire these skills should have the opportunity to do so. Providing this opportunity does not mean changing present vocational education programs, lowering the requirements for obtaining a DEP, or issuing a diploma of studies for

1. Consult the following document on this subject: A. Smith, Les habiletés génériques, (Direction de l'analyse et du développement, Ministère de l'Emploi et de l'Immigration Canada, 1979).

the "short vocational" program. It is rather a matter of allowing young people to take some of the courses in a technical and vocational program or of planning instruction that applies some of the program objectives aimed at the acquisition of manual and technical skills to specific and less complex tasks of a given trade. Credits earned would count toward a DEP.

In fact, it is a question of providing access to some of the initial training required for jobs and not of setting up particular programs with different terminal objectives from those already defined in the vocational education programs.

Different ways of applying the Regulation, particularly Section 38, should be explored in this regard.

With persons from the education system, the Ministère will look at different ways to provide opportunities for pupils to acquire some vocational training and basic skills. Their findings will be circulated for purposes of discussion and experimentation.

Successful social and vocational integration is often achieved by using less "academic" methods, in other words, methods which depend on the flexibility of the educational institution and the availability

of external resources. Success depends on making optimal use of the resources available in the school and school board: for example, using general or vocational workshops, or setting up simulated work situations. Successful integration also requires the active participation of the local community.

The last point raises the question of organizing work/study programs in the community - time in school alternated with time in the working world. Agreements could be reached with different companies or organizations that would give young people an opportunity to acquire vocational skills which, for one reason or another, are not taught in the school.

Different arrangements could be worked out depending on pupils' needs and the opportunities available in the local community. A number of school boards have already organized several successful trial work/study programs of different lengths and at different times in the year.

It is important to stress, however, that any such work/study arrangements should never be allowed to overshadow their purpose, which is the attainment of the basic education objectives. While work/study programs can make a significant contribution to this goal, on their own they are inadequate. For this reason, it is important that time in school be alternated with time in the working world. Pupils would thus be given an opportunity to broaden their basic education at school by providing them with closely related vocational experiences and practical knowledge of the working world. These young people will also need to evaluate and discuss their experiences, and to be given emotional support that they are unlikely to find, for example, in a particular place of work.

While certain Quebec-wide agreements may make it easier to organize these work/study programs locally, in actual practice, setting them up and implementing them successfully often depends on having a specific person assigned to the job, and on his or her ability to establish a positive rapport between the school and the working community.

School boards will have the same resources at their disposal for organizing these experiences as they would have if the pupils involved were attending school on a full-time basis. In other words, depending on the groupings opted for by the school board, a specific teacher may be made responsible for organizing and conducting work experiences of this kind and for assisting and evaluating the group of pupils involved as if they were present at school. This person would also be responsible for teaching the pupils when they are in school.

Pupils who learn in work situations, and whose learning covers some of the objectives in a vocational or general education course or program should be granted official recognition for their learning. To make this possible, school boards must carefully define the objectives of the work/study programs and establish sufficiently detailed methods of evaluation to be able to form an accurate picture of the pupils' learning in terms of the objectives of the courses and programs. Together, the school and the company involved could assess pupils' other experiential achievements, in other words, learning that does not specifically relate to the general education and vocational courses and programs. [1]

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1. Experiential achievements refer to work experiences, social-cultural involvement, or different forms of "self-instruction." (See Continuing Education Program: Policy Statement and Plan of Action, op. cit., p. 38, on these subjects.)

III Recognition of Educational Achievement

The expression "recognition of achievement" has a new connotation for a good many educators. Yet the practices to which it refers have existed for as long as school reports and diplomas have been issued to attest to learning accomplishments.

What is new about the "recognition of achievement" process in relation to the individualized paths that are now being proposed is that young people in these paths will not receive a special diploma. The educational objectives they attain will fit within the framework of the official courses and programs in general and vocational education sectors and will therefore serve toward earning credits for a DES or DEP. It should also be noted that for purposes of certifying studies, the Regulation now recognizes learning achievements that pupils have accumulated from the beginning of secondary school. This basis for recognition of learning is broader than it used to be: previously, only the learning achieved in the final years was taken into account. Finally, young people who are unable to obtain a DES or DEP at the end of secondary school will receive recognition of their learning in the form of an attestation:

> Neither a second-class diploma nor confirmation of failure, an attestation of educational achievement should enable individuals to eventually return to school either in a regular or adult education program in order to continue their education with the assurance that they will be given full recognition for the educational objectives they have already attained. [1]

1. Technical and Vocational Education for Young People-Proposals for Revival and Renewal, op. cit., p. 57.

The Ministère is presently studying the possibility of providing school boards with an attestation form for this purpose. It would indicate the level of learning achieved in school, and if applicable, the level of learning achieved in a work/study program.

Any form of recognition of educational achievement, however exact it may be, must be based on a system of continuous evaluation of learning, regardless of the time and place where this learning was achieved or of the means whereby it was accomplished.

This evaluation could, in the case of some pupils, be extended to include experiential achievements, in other words, knowledge related to work experiences, socio-cultural involvements, and different forms of self-instruction. The latter would be particularly relevant for young people in a path aimed at their social and vocational integration, as well as for pupils involved in special enrichment programs.

This method of keeping track of a pupil's development should help to ensure progression and continuity in his or her learning by preventing overlaps in instruction, which are so often unproductive and discouraging. It would be particularly beneficial for young people who need more time to complete a course or program, as well as for those who will leave school without obtaining a diploma. In this case, if young people wished to pursue their studies after a certain lapse of time, they could resume where they left off.

School boards play a role of the utmost importance in educational evaluation and the recognition of achievement. It is therefore up to them to consider the following factors:

- The need to adopt an evaluation policy that takes pupils in individualized paths into account. This policy may lead them to develop special methods of evaluation. For example:

  - They could permit pupils to sit for the final exams of year-long courses or programs at different times during the year so as to allow for different learning rates.

  - They could give some pupils extra time, if needed, to complete evaluation tasks.

  - They could develop evaluation instruments that are especially adapted to the needs of a particular group of pupils, if needed.

  It is not a question of raising or lowering existing requirements with regard to the attainment of objectives, but rather, of specifying different ways and times for assessing the quality of young people's learning achievements, should it be necessary.

- The importance of establishing a system for recording results that fits in with this concern, and that is compatible with the Ministère's system so that learning achievements can be documented and recognized toward a DES or DEP.

IV The Organization of Resources

The following points deal with the organization of financial, human, and material resources. The organization of these resources is going through a period of transition as a result of the gradual implementation of the regulations concerning the basis of school organization and of the proposals for the revival and renewal of vocational education for young people. The problem being faced in this period of transition is how best to translate the present theory into concrete practice.

The Organization of Financial Resources

The purpose of the rules used for calculating funding is to provide for pupils' needs and to ensure an appropriate distribution of available resources and a fair division of tasks among teachers. The ways in which young people's needs are met depend, of course, on the nature of their needs, as for example, pupils with physical handicaps will have particular needs. They also depend on problems inherent in the organization of certain courses, such as forestry, as well as on instructional requirements related to the subject being taught (e.g. home economics).

It must be remembered that the purpose of setting up individualized paths is to meet the specific needs of pupils who are unable to fulfill their potential in the regular paths leading to a DES or DEP.

A certain proportion of these young people, particularly those who have traditionally been put into the short vocational programs, are bound to experience difficulties. For purposes of planning the necessary resources, these pupils could be included in the group identified as having "learning difficulties." Funding, which will be determined according to the traditional method, will be sufficient to maintain school board resources at their present level, and will make it easier to provide support to pupils having problems. The target of integrating these pupils into the regular paths would therefore not be jeopardized, since as long as pupils who have integrated continue to function at a slower rate than their classmates, the school board would continue to be given the same funding as it received before the integration took place. This will make it possible to provide the necessary support services or to reduce the number of pupils in the class.

With regard to gifted and talented pupils, the Ministère does not plan, for the time being, to offer additional financial support to cover human resources normally financed by the school boards. However, what the Ministère does intend to do is to try out different

models for organizing these young people, and to evaluate the potential costs that may be incurred when the models chosen are instituted.

The Organization of Human Resources

The guiding principles behind the setting up of individualized paths lead us to recommend giving priority to the careful organization of human resources, particularly for the first years of high school. This organization should focus on the selection of dedicated teachers, on ensuring minimal turnover of these teachers, and on providing a framework and expertise which will give pupils the necessary instructional and emotional support.

These conditions must, however, be fulfilled in accordance with the stipulations of the collective agreements in effect. There is therefore no intention here of querying the criteria for selecting teaching personnel, criteria which are closely linked to job security, seniority, and ability.

School principals may set general criteria for assigning functions and responsibilities as well as the criteria for forming groups of pupils, but not the criteria concerning the number of pupils in the groups.

The Organization of Material Resources

The organization of individualized paths in a secondary school implies the need to ensure the availability of certain types of rooms and equipment.

A frequently cited example concerns the use of rooms designed for manual and technical activities. In comprehensive schools, it is still not always easy to gain access to these rooms. There is a reluctance to allow young people to carry out learning activities in workshop that have been reserved solely for pupils in vocational education programs.

In other cases, as the result of a drop in the number of teachers specialized in certain vocational subjects, workshop rooms are simply closed without any thought being given to the fact that other young people could make good use of the equipment available for less specialized learning. For example, in some small schools, such as those that only offer the first cycle of secondary school, there are simply no basic facilities for carrying out manual and technical activities. The document referred to earlier [1], to be prepared by the Ministère and a number of school boards, will offer details on the material needed for these activities.

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1. This document will present the results of the joint study to be carried out on the objectives for manual and technical education (see page 31).

Generally speaking, when the short vocational program is being reorganized in a school board, the availability of material resources should be evaluated in light of the needs of pupils in individualized paths.

Thought should be given to the different uses that could be made of specialized rooms in the school: laboratories, geography, history, music, or visual art rooms, and so on. It is not enough simply to equip these rooms - they should be available as activity centres whenever they are not being used by regular classes. The introduction of new technologies is also particularly worthwhile for young people in individualized paths. The instructional use of the computer, for example, may be of value to these pupils, primarily by enabling them to acquire increasingly complex problem-solving skills, by serving as an aid in learning, and by helping them develop their creativity and carry out research in general.

To be more specific, the regular classroom/resource room model suggested earlier, if it is implemented, may require special arrangements. The Guide d'aménagement de la classe-ressource [1]

1. Ministère de l'Éducation, Guide d'aménagement de la classe-ressource, Direction des ressources matérielles, Québec, 1982 (Code 27-1718).

provides information for educators on particular points that should be borne in mind, including the technical requirements to be observed and the equipment to be installed.

CONCLUSION

Perspectives for Development

The consultations held by the ministère de l'Éducation with regard to the proposals in the document Technical and Vocational Education for Young People have resulted in the active involvement of a large number of concerned individuals. Among the proposals made, the one relating to the reorganization of the short vocational program has sparked the greatest number of reactions, ranging from ardent to skeptical.

Many people will find, and rightfully so, that the way in which the individualized paths for learning are presented in this policy statement goes far beyond the mere revamping of the short vocational program. Yet this must not be construed as an attempt to avoid the problem; it is quite the contrary. It simply demonstrates a concern for taking into account all young people who manifest a particular need in secondary school.

For these pupils, as for all others, it must be stressed that the secondary school has a fundamental responsibility to provide the best possible basic education. For many pupils this may mean increasing their chances of integrating into the regular paths leading to one of the secondary school diplomas. In concrete terms, it may mean instituting a variety of measures to develop and enrich this basic education for some, and for others, the need to ensure adequate preparation for the work force, without neglecting the development and reinforcement of the abilities needed to live as an independent member of society.

It was deemed appropriate in this policy statement to outline some of the possible developments to be undertaken in collaboration with school boards and schools. Most of them have already been covered. In summary, they are:

- different ways of grouping pupils and of applying the Regulation Respecting the basis of Secondary School Organization;
- organization of individualized paths aimed at the pupils' social and vocational integration;
- development of instruments for recognizing educational achievements;
- organization of resources;
- adaptation of teaching;
- manual and technical education;
- professional development for teachers.

* * * * *

Secondary schools will obviously have to become involved in developing these areas and in putting into practice the theory outlined in this document as a whole. However, elementary schools must also be involved in the work that lies ahead. In fact, the crucial role they play in the optimal development of the child and of his or her attitude toward success and failure, and in a broader sense, toward school

itself, need hardly be mentioned. Many people believe that the dice have already been cast by the time pupils reach secondary school and that it is difficult, for example, to put them back on the right track if they have rarely known anything but failure. Others feel that secondary school does not always provide the most suitable follow-up to the vigorous efforts made during the first six or seven years of a child's schooling.

It is not our wish to delegate responsibilities in education, but rather to stress that educational renewal affects the entire preschool, elementary, and secondary school system. Educators at all levels must therefore work in close collaboration in a number of areas, such as changing the procedures for transition from elementary to secondary school, defining methods for evaluating pupils in order to accurately assess their achievements in the new courses and programs from one level to another, and organizing possible information or workshop sessions for teachers on topics as diverse as the content of the different courses and programs and how to plan instruction and provide instructional and emotional support to young people.

The need to ensure a climate conducive to consensus and cooperation in all milieus, over and above established structures, cannot be overemphasized. It is important to recognize that the scope of the planned changes is so vast that everyone in the Ministère, school boards and schools must work towards its achievement.

APPENDIX

Sample Course Breakdowns
Prepared in the context of
Setting up Individualized paths

Note: It should be pointed out that the following course breakdowns do not abide by all the stipulations in the Regulation Respecting the Basis of Secondary School Organization.

I SAMPLE COURSE BREAKDOWN FOR PUPILS IN INDIVIDUALIZED PATHS FOR LEARNING

C.S. des Bois-Francs

TARGET GROUP: Pupils who are seriously behind

TIMETABLE CYCLE: 9 days - 75 minute periods - 4 periods per day

YEAR OF SECONDARY SCHOOL	1	2	3		4	
GROUP			A	B	A	B
SUBJECT						
French	6	6	6	6	6	6
Mathematics	6	6	6	4	4	4
English	4	4	6	4	4	4
Personal and Social Development	1	1	1	1	1	-
Moral and Religious Instruction	2	2	2	2	2	2
Career Choice Education	1	1	1	1	1	*
Physical Education	2	2	2	2	2	2
General History	-	4	-	-	-	-
Ecology	4	-	-	-	-	-
Home Economics	-	4	-	-	-	-
Geography of Québec and Canada	-	-	4	-	-	-
History of Québec and Canada	-	-	-	-	4	-
Introduction to Technology	-	-	4	-	-	-
Optional Courses	4		-	-	-	-
Other Courses Included in the Regulation*	6	6	4	-	12	-
General Skills for Vocational Integration [1]	-	-	-	16	-	18
TOTAL NUMBER OF PERIODS	36	36	36	36	36	36

* A block of 12 periods/year

* For example: Typing, Biology, Physics

1) For pupils beyond the age of compulsory school attendance.

II SAMPLE COURSE BREAKDOWN FOR PUPILS IN INDIVIDUALIZED PATHS FOR LEARNING

C.S. Honoré-Mercier

TARGET GROUP: Pupils with learning problems

TIMETABLE CYCLE: 9 days - 60 minute periods - 5 periods per day

YEAR OF SECONDARY SCHOOL	1	2	3	4		5
GROUP				A	B	
SUBJECT						
French	8	7	7	8	5	5
Mathematics	7	7	7	5	5	5
English	5	5	5	5	4	-
Block I [1]	7	6	6	5	6	5
General Geography	-	5	-	5	-	-
General History	-	-	5	-	-	-
Ecology	6	-	-	-	-	-
Home Economics	-	5	-	-	-	-
Geography of Québec and Canada	-	-	5	-	-	-
Biology	-	-	-	7	-	-
Art	5	5	-	-	-	-
Manual Activities	7	5	5	-	-	-
Optional Courses [2]	-	-	5	10	5	-
General Skills for Vocational Integration	-	-	-	-	20	30
TOTAL NUMBER OF PERIODS	45	45	45	45	45	45

1) Block I includes Moral and Religous Instruction, Physical Education, Personal and Social Development, and Career Choice Education.
2) Optional Courses: Technological Education and other courses to be chosen by the pupils from the list issued by the Ministère.

III SAMPLE COURSE BREAKDOWN FOR PUPILS IN INDIVIDUALIZED PATHS FOR LEARNING

C.S. Valin

TARGET GROUP: Pupils with major learning problems

TIMETABLE CYCLE: 6 days - 50 minute periods - 6 periods per day

YEAR OF SECONDARY SCHOOL	1	2	3	4	5
GROUP					
SUBJECT					
French	8	8	6	6	6
Mathematics	7	7	5	5	5
Moral and Religious Instruction	2	2	2	2	2
Personal and Social Development	1	1	1	1	1
General Geography	4	-	-	-	-
English	4	4	4	-	-
Ecology	-	4	-	-	-
Biology	-	-	4	-	-
Physical Education	2	2	-	-	-
Art	4	4	-	-	-
Physical Activities	-	-	2	3	3
Career Choice Education	-	-	-	1	1
General History	-	-	-	4	-
Manual Activities	4	4	-	-	-
General Skills for Vocational Integration [2]	-	-	12	14	18
TOTAL NUMBER OF PERIODS	36	36	36	36	36

1) These subjects should be taught by the same teacher if possible.
2) General skills in the following areas: sewing, restoration, business, maintenance services, woodwork, metalwork, car maintenance, etc. for pupils beyond the age of compulsory school attendance.

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8687-335